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ABSTRACT

This study examines the work of the Asia-Pacific Programme of Education for All (APPEAL) since its 1987 inception. Efforts to assess educational achievement at the local, regional, and national levels in Laos are examined with a view to achieving universal primary education; eradicating illiteracy; and providing continuing education in support of the above objectives. Chapters include: (1) "Towards Education for All"; (2) "National Policy of Education for All"; and (3) "Main Strategies of Education for All." Statistical data are presented, noting that the Lao People's Revolutionary Party in 1987 sought to provide all people with an opportunity to acquire an education but that the retention rate of pupils up to grade 5 was 40 percent. Suggested strategies to address the program goals focus on the works of the Departments of General Education, Literacy, Adult Education and Teacher Training to implement compulsory education by school-year 1993-94 and expand primary education into remote mountain areas. (EH)

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Contents

Preface

Summary

Chapter 1 : Towards Education for All 1

Chapter 2 : National Policy of Education foe All 7

Chapter 3 : Main Strategies of Education for All 11

Preface

The Asia-Pacific Programme of Education for All (APPEAL) was launched on 23 February 1987 from New Delhi, India by the then Director-General of UNESCO.

Through regional co-operation APPEAL aims to facilitate the national efforts of the Member States in Asia and the Pacific with a view to:

a) Achieving universal primary education;

b) Eradicating illiteracy; and

c) Providing continuing education in support of (a) and (b) above.

After the launching of APPEAL, the Member States formed National Co-ordination Mechanisms for APPEAL to mobilize public opinion in favour of literacy programmes, primary education and continuing education, and strengthening those programmes at government as well as non-governmental levels. Many Member States have organized national special events like seminars and workshops to mark the launching of APPEAL in their respective countries. As of December 1989, 20 Member States have formed National Co-ordination Committees for APPEAL or designed existing organizations as National Co-ordination Mechanisms for APPEAL Afghanistan, Australia, Bangladesh, China, India, Indonesia, Iran, Japan, Laos, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Thailand and Viet Nam.

In order to assist the Member States to formulate national strategies to implement APPEAL in their countries, the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) organized a Regional Workshop for National Co-ordinators of APPEAL in co-operation with the Ministry of Education and Government of Thailand in Chiangmai, Thailand August 1987. This workshop discussed and developed approaches and strategies to implement APPEAL at the regional, national and local levels. It was attended by 31 primary education, literacy, and continuing education experts from 16 Member States in Asia and the Pacific.

Tangible outputs of this regional workshop were national plans of participating countries and a regional plan of action for the implementation of APPEAL, as well as a sincere commitment from the participants of the countries represented to pursue with vigor the implementation of APPEAL.

UNESCO convened the first Meeting for Regional Co-ordination of APPEAL in Bangkok, Thailand, November 1988. Preparatory to this First Meeting for the Regional Co-ordination of APPEAL, UNESCO/PROAP requested the National Co-ordination Committee/Mechanism to conduct a National Study of APPEAL highlighting achievement, problems, policies and plans to achieve the goals of APPEAL.

The National Studies was submitted to the First Meeting for Regional Co-ordination of APPEAL which discussed the issues raised by the national studies and made a number of suggestions to UNESCO and the Member States for the improvement of plans, progress and strategies for achieving the goals of APPEAL.

UNESCO/PROAP is very grateful to the National Co-ordination Committee/Mechanisms for APPEAL and the National Commission for UNESCO in the Member States for providing the national studies and making it available for all people concerned. Unesco also acknowledge the contribution made by individual scholars to prepare the studies.

The national studies provide very valuable information, data and insight of planned and existing programmes in literacy, primary education and continuing education. UNESCO/PROAP is therefore, very happy to publish it and make it available for all interested.

Summary

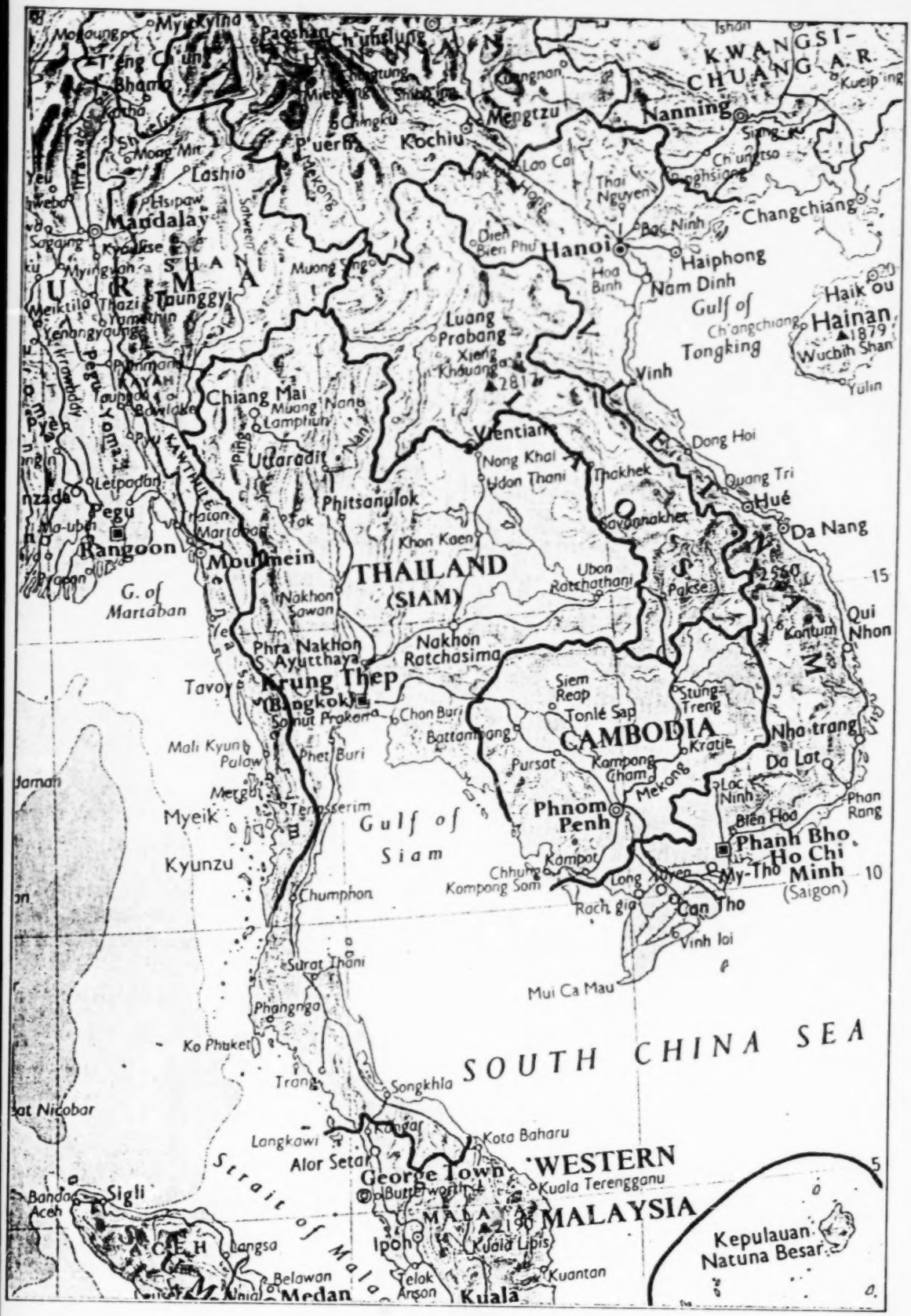
The educational strategy issued by the Lao People's Revolutionary Party in 1987 aims to provide all people with an opportunity to acquire an education. In particular, the strategy aims to eradicate recurrent illiteracy and organize and stimulate complementary education, giving priority to efforts to mobilize children of school age to complete primary school. Great attention must be paid to the extension of education to those mountainous and remote regions where various ethnic minorities live.

The problems confronted at the present time are as follows. After 98 per cent of illiteracy was eradicated in 1984 the greater part of the population in the age group 15 years or more relapsed into illiteracy because continuing education had not been sufficient to cope with the neo-literates. Not all school age children are enrolled in school. The present rate of repetition is high, 34 per cent in Grade 1 and 16 per cent in Grade 5. In 1987 the retention rate of pupils up to Grade 5 was 40 per cent.

In order to realize the universalization of primary education by the year 2000, the Ministry of Education should implement compulsory education by the school-year 1993-94, with wide expansion of primary education into the mountainous and remote areas. In this work the contribution of the population should be sought in building up material equipment and conditions.

The priority in literacy work has been accorded to the people in the mountainous areas who will resettle in the plains. The content of this education must conform to the requirements of daily life. Literacy work should be combined with rural development and should cover fields such as public health, agriculture etc.

In order to stimulate the coordination, the planning and the execution of APPEAL programmes, the Ministry of Education constituted the coordination committee, which is composed of Departments of: General Education; Literacy and Adult Education; and Teacher Training.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Towards Education for All

Policy, Programmes and Objectives

After the complete liberation of the country, the Party and Government of the Lao PDR attached great importance to education. It has now spread widely throughout the country in a way that has never happened before. The development of national education in accordance with the objectives of the educational strategy issued by the Lao People's Revolutionary Party in 1987, is aimed at providing all people with an opportunity to acquire an education. In particular, the strategy aims to eradicate recurrent illiteracy, and to organize and stimulate the movement of complementary education for the cadres and all national groups; giving priority to efforts to mobilize children of school age (from 6 to 14 years) to complete primary school. Great attention must be paid to the extension of education in those mountainous and remote regions where various ethnic minorities live.

In order to realize this policy, the Government must draw more attention to and create interest in investment as a means to raise public expenditure in education as a part of total government expenditure, as stipulated in the resolution of the Fourth Congress of the LPDR. We should attach special importance to building schools, providing sufficient material support (teaching materials, textbooks etc) and developing a programme for physical facilities for the system of public education. Within this context, all settlements, villages, the population and the production basis must give their own contributions towards the expansion of the education system in their area.

In order to make education more effective in local development, the Government has elaborated a programme of reform in the curriculum and the system of education. The reforms are aimed at raising the basic knowledge and skills of the people who graduate from the primary schools, and stimulating them to participate in the improvement of the material conditions in their region and in raising their standard of living. This reform should be implemented gradually at all levels from the school year 1993-1994.

The problems confronted at the present time are as follows. After the 98 per cent achievement of eradication of illiteracy in 1984, the greater part of the population of the

age group 15 years and above relapsed into illiteracy, because we had not sufficiently expanded continuing education for these new literates. On the other hand, not all primary school aged children are enrolled in primary school yet. The gross enrolment rate of children (6 to 14 years) in the primary level up to the year 1987 has been only 104 per cent. However, the repetition and drop out rates are high. Particularly in Grade I, this rate is 34 per cent and the apparent survival rate is very low.

The ethnic minorities who live dispersed in mountainous and remote regions not yet connected and linked by road constitute the main obstacle to the expansion of education at this level. They also pose problems for the collection of census data for planning in this domain. The qualifications required for teachers in primary school are insufficient. About 40 per cent of teachers haven't been trained in training college. Most of them must undertake their work in the primary school as well as in literacy classes and complementary education.

The building-up of physical facilities through government expenditure is not enough to meet the needs of educational development. The contribution of the population in this domain can only solve part of this problem, but the difficulties cannot be overcome in regions where the standard of living is low and economic conditions are not developed.

Literacy Work up to 1987

Before 1975, programmes for the eradication of illiteracy were developed only in the liberated zone, where, since 1961, great importance was accorded to literacy work in three provinces for the population in the age group 15 to 45 years. This work was further developed up to the 1970s, and the eradication of illiteracy reached 35 per cent in those provinces. As regards the work in the zone occupied by the Vientiane Regime, a programme for functional literacy was implemented in the plain area of Vientiane from 1969 to 1972, and about 1,880 persons including 1,538 females participated in this campaign. Generally, the literacy work was restrictive in this region and after the liberation in 1975 the Party and the Government considered that an illiteracy rate of about 90 per cent existed in our whole country.

Since 1975, the Party and Government have given special attention to the universalization of education, seeking methods and preliminary conditions so that all the population could have access to education, with the slogan "the educated one must teach the other uneducated". Therefore, the movement of struggle against illiteracy has been ceaselessly developed. By 1980, 636,930 persons in the age group 15 to 45 years had been able to acquire the skills of reading and writing, from a total of more than 700,000 persons who participated in the literacy campaign. By 1985, a 98.75 per cent literacy rate had been accomplished so that in that year we were able to proclaim the achievement of literacy for the whole country. Since then, about 40 per cent of already educated persons have relapsed into illiteracy. This is because not all primary school age children have enrolled in school, and because continuing education opportunities and an appropriate environment facilitating the application and development of acquired knowledge and skills have not been guaranteed for each educated person.

Universalization of Primary Education

Before the liberation in 1975, primary education had been developed in both the liberated and the occupied zones, but in the former development was wider, especially in the rural regions, and more ethnic minorities had access to primary school. In the Vientiane Regime occupied zone primary education was only developed in the urban areas and for the population who lived in easily accessible areas. In 1973-74 only 245,853 children were enrolled in school.

After the liberation of the country, primary education spread. The Party and Government mobilized the building of schools with the contribution of the population, so that 346,649 persons were able to attend school in 1976. This number increased to 479,291, including 217,297 females in 1980, and the gross enrolment rate is 104 per cent. We can say that the expansion of primary education in the plain areas is more developed than in the mountainous and remote regions. The gross enrolment rate in the latter sank earlier and then raised slowly. In 1985, 495,375 children, including 214,452 females, attended school. By applying some measures, i.e. training members of national groups to work as teachers among their own people and improving the standard of living of teachers who work in mountainous and remote regions, the number of school children was raised in 1987 to 561,806, including 262,697 females. This was a progressive step in the universalization of primary education.

In the present situation of primary education the rate of repetition is high, 34 per cent at Grade I and about 16 per cent at Grade V. In 1987 the retention rate for pupils reaching Grade V was 40 per cent. According to the 1985 statistical data on the school age population (6 to 10 years) and the demographic growth rate of 2.3 per cent, we can estimate that the number of out-of-school children in the age group 6 to 10 years is 179,000 persons.

Development of Continuing Education

Before 1975, complementary education as a form of continuing education was conducted only in the liberated zone. Since the liberation of the country in 1975 complementary education has been further developed for the cadres and population in parallel to literacy work. In 1977, the Council of Ministers issued an order providing the cadres and population, officials and workers with the opportunity to have free time on Tuesday and Thursday afternoons, to organize continuing education classes in their own institutions and factories. By 1979, the network of complementary education had spread further, in various forms such as:

- Complementary school for cadres.
- School for youth of ethnic minorities.
- Complementary schools in various factories (industry, agriculture etc).
- Evening classes.

Simultaneously, complementary schools have been organized for the newly educated population, located in their own communities.

As of 1980, participation in continuing education throughout the country was as follows: 162,059 persons in primary level, 7,115 in the first cycle of secondary school and 462 in the

second cycle. Among the cadres and officials 8,894 persons attended their own complementary school, and 4,285 entered various schools of continuing education. Up to 1985, in the domain of complementary education, 193,015 persons have graduated from the primary level, 11,518 from first cycle secondary school and 1,157 from the second cycle, so that the qualifications of cadres have been enhanced and the standard of living of the population has been improved.

Table 1: **Population by gender and age group 1960-2000**
(multiplied by 1000)

Population	1960	1970	1980	1990*	2000*
Total	2 382	2 966	3 421	4 110	5 423
Female	1 171	1 465	1 784	2 084	2 728
% Female	49.2	49.4	51.1	50.7	50.3
0-14 years old					
Total	982	1 327	1 550	1 836	2 432
Female	482	611	760	902	1 196
15 years and over					
Total	1 400	1 729	1 871	2 227.7	2 991.2
Female	689	854	988	1 183.4	1 534.2
Primary school-age Population (6 - 10)					
Total	312.6	391.3	463	564.6	758.5
Female	153	193.6	226.4	279.2	371.7

Table 2: **Number of adult illiterates by sex 1960-2000**
(multiplied by 1000)

Adult illiterates	1960	1970	1980	1990*	2000*
TOTAL			181.1	85.3	23
Male					
Female					

Table 3: Literacy rate by sex 1960-2000

Literacy rate %	1960	1970	1980	1990*	2000*
TOTAL			85	95	99
Male					
Female					

Table 4: Enrolment in primary education: gross enrolment ratio, net enrolment ratio and out-of-school 1960-2000

	1960 (1)	1970	1980	1990*	2000*
Primary enrolment					
Total	161 235	245 492	479 291	599 100	755 200
Girls	64 500	105 560	217 297	275 600	370 100
Gross enrolment ratio					
Total	47	63	104	106	100
Boys	55	71	110	113	100
Girls	38	55	96	98	100
Net enrolment ratio					
Total	38	41	54	73	97
Boys					
Girls					
Out-of-school					
Total	203 190	214 396	273 170	152 400	22 700
Boys					
Girls					

Note: (1) data on 1965

Table 5: Percentage enrolled in Grade I and survival until Grade V of primary education 1960-2000

	1960 (1)	1970	1980	1990*	2000*
Percentage enrolled in Grade I					
TOTAL	31.4	34.6	40.8	36.2	25.1
Boys	32.4	36.5	41.2	35.5	24.9
Girls	29.8	32.0	40.4	37.0	25.4
Number enrolled in Grade I					
TOTAL	50 630	84 895	195 410	216 900	189 700
Boys	31 389	51 108	107 634	115 000	95 700
Girls	19 241	33 787	87 776	101 900	94 000
Survival rate until Grade V					
TOTAL	27	32	38	48	73
Boys					
Girls					
Drop-out					
TOTAL	36 960	57 730	121 150	112 780	51 200
Boys					
Girls					

Note: (1) data on 1965

Chapter 2

National Policy of Education for All

In 1979, a committee for literacy programmes was constituted under the chairmanship of the President of the Republic. This committee is composed of various sectors and sub-committees at provincial and other local levels throughout the country. As stipulated in the present Five-Year Plan (1986-1990), the Ministry of Education should "set up the coordination mechanism between the concerned sectors", aimed at realizing the goals of the educational strategy.

In order to stimulate the coordination, the planning and the execution of APPEAL programmes, the Ministry of Education constituted the coordination committee, which is composed of the Departments of: General Education; Literacy and Adult Education; and Teacher Training.

In July 1988 the Ministry of Education organized a high level conference on the strategy of education by the year 2000. The participants discussed and exchanged experiences about appropriate methods and measures for realizing the educational strategy in order to mobilize the population to attain the goal: "Achievement of Primary Education for All". Participating in this conference were the education services and the representatives of the administrative committees of various provinces, all departments and schools relevant to the Ministry of Education, as well as the representatives of the Ministry of Public Health, Ministry of Agriculture and Forestry, Ministry of Defense, Ministry of Culture, Ministry of Public Information etc. Afterwards, conferences of the same kind were held in various provinces and institutions in order to give an awareness to all cadres and the population of the tasks aimed at realizing the strategy of education by the year 2000.

In August 1988 the Ministry of Education organized a National Seminar on Micro-Planning and Development of Education in order to study the feasibility of taking a census highlighting the situation of primary and elementary education at provincial and district levels. This seminar was convened in three places: in Luang Prabang for the provinces in

the north; in Vientiane for the provinces in the central region; and in Champassack for the provinces in the south of the country. It aimed to provide information about the planning of education for different levels, particularly for the district level, and included information about the methods for taking a census of complete and adequate data.

In 1987 the Ministry of Education also organized a conference on education management. Participating in this conference were representatives of the education services from throughout the country. This conference aimed to give information about appropriate methods of educational management in order to raise the capacity of education development in the various regions of the country, and to enhance the qualifications of those managing various schools in these regions.

In 1987, at the Institute for Research in Educational Sciences, a conference on the curriculum of primary education was organized, with particular reference to new content which may be related to improving the standard of living of the population in various communities.

Coordination

At the central level the programmes of eradication of illiteracy, universalization of primary education and continuing education come under the responsibility of the Ministry of Education, especially of the Department of General Education and the Department of Literacy and Adult Education, under the direction of one vice-minister. Therefore, the coordination of the planning, and the highlighting of strategies and measures for the direction and elaboration of the programmes have been established between concerned parties.

Moreover, coordination with the concerned ministries (Ministry of Public Health, Ministry of Agriculture and Forestry etc.) exists in the central area for the execution of the pilot project in Muong Hom, which is part of the integrated development programme of 10 districts in mountainous regions.

In this framework, the provinces, which are responsible for the planning, organization and implementation of logistical support for the universalization of primary education and continuing education, must ensure coordination in the distribution of schools, teachers and teaching materials for every district.

The district level, which forms the basis of planning, is responsible directly for the development of schools in the community and for collecting the numbers of illiterates and primary school age children in order to ensure the required school classes for primary education and complementary education, and to respond to the teachers requirements. The district must coordinate the population's contribution to educational development in every community.

Future Activities related to APPEAL.

Future activities related to APPEAL include:

1. Pursuing the project of training for educational cadres at provincial and district levels in order to raise capability in the planning and development of primary and complementary education training in educational management, to establish preliminary conditions for the wide achievement of primary education for all population by the year 2000.
2. Implementation of a project to build up material conditions and the school network. This includes the execution of a scholastic map for educational development and the development of a school prototype utilizing low-cost local materials in accordance with the real situation in the different regions of the country.
3. Pursuing the project of integrated development of education in mountainous areas, with the execution of a pilot project in a place determined by the central office as exemplar development to be spread into other regions and efficiently implemented.

Chapter 3

Main Strategies of Education for All

Policy and Planning

A stipulation of the strategy of education by the year 2000 was to: "finally eradicate illiteracy in relapse". This refers to people who are illiterate in recurrence and those above 15 years of age who are uneducated. These tasks are under the responsibility of administrative committees and the educational service at different levels. In particular, the district level should take a census of the number of illiterates and elaborate the scheme for organizing the literacy campaign. In this work, which requires a long effort, we should benefit from the experience of each region. We should pay special attention to the organization of literacy campaigns in mountainous regions.

In order to realize educational objectives in the achievement of primary education for all the population, particularly for the primary school aged youth and children (6 to 14 years) by the year 2000, the Ministry of Education should carry out the plan for the implementation of compulsory education by the school year 1993-1994, with wide expansion of primary school into the mountainous and remote areas. In this work we should mobilize the contribution of the population in building up the material equipment and conditions. Measures should be sought to reduce the repetition and drop-out rates and to raise the enrolment rate in Grade I.

In complementary education "we should make more effort in organizing classes for just educated persons and the drop-out-children, for the achievement of primary education for all. The workers and the cadres as well as all the children at the district level should be enrolled in secondary school by the year 2000." The acquired knowledge should be used to raise the efficiency of work and to improve the standard of living. The form of complementary education organized should differ according to the real situation of various institutions and factories at provincial and district levels, e.g. as evening-classes etc.

The Department of Planning and Finance must collaborate with the Department of General Education and the Department of Literacy and Adult Education in elaborating the scheme for this work, regarding the budget, cadres, material equipment etc, according to the necessity of these works.

In the past we have made a great effort to plan from the grassroots up to unify the local and district levels. Because cadres lacked qualifications and capacity, the planning was not appropriate to the requirements of the region.

Programming

The priority in literacy work has been accorded to the people in mountainous regions who will resettle in the plain areas. The content of this education must conform to the requirements of daily work, and the organization should be set up in the season when the classes are available for it. Literacy work should be combined with rural development and cover the domains of public health, agriculture and forestry etc, in order to interest the people in acquiring knowledge in the struggle against illiteracy relapse. This work should be the responsibility of the local authorities.

In order to enable all of the people to graduate from primary school, the network of primary schools should be renovated according to the project scholastic map aimed at achieving universal enrolment. According to the local facilities, the organization of classes should take various forms, such as: one group in the morning and the other one in the afternoon; one teacher could teach two grades in one class.

For the extension of primary schools into the mountainous regions, we should pay special attention to the following tasks:

- Pursue teacher training for the ethnic minorities.
- Implement the reform of the primary education curriculum, in order to combine it with the raising of the standard of living.
- Start combining central schools with other small ones to enable the common use of teaching materials and experiences, as well as other physical facilities.
- Utilize the contribution of the local population in the construction of schools and in providing school materials and equipment.

The aim of complementary education is for all people, including those just educated and the drop-out children, to graduate from primary school. As regards the cadres at district level, they must complete secondary education, which could be organized in various forms such as: learning in schools for minority youth; learning in the factories and residential areas; evening classes. For this work the facilities and the teaching staff of the primary schools in the communities should be used.

The decentralization of the management of education is to follow the guidelines of the Government. The management of general education, literacy and complementary education is under the responsibility of the provinces. These responsibilities include teacher training, planning, installation of physical facilities, budgeting and surveys.

The district level is the unit for concrete planning as regards the organization, the expansion and the management of general education, literacy and complementary education. At

present the Ministry of Education is setting up programmes of study for the cadres at district level in order to improve their capacity in planning and management, under the project LAO/86/012. Apart from this, at the central level, there exists the National Committee for promoting the eradication of illiteracy and the National Coordination Committee for APPEAL which is responsible for realizing the tasks in this domain.

Organizational Structures

The organization and management of literacy work are the responsibility of different departments of the Ministry of Education, such as: Department of Teacher Training, regarding the training of teachers; the Institute for Research in Educational Sciences, as regards the curriculum, methodology and teaching materials; Department of Planning and Finance, regarding unified planning. But the main responsibility for this work lies with the Department of General Education, especially for the primary level. The Department of Literacy and Adult Education is responsible for literacy work and complementary education. This organizational structure has its network at provincial and district levels.

The district level is responsible for concrete planning and organization as well as the execution of the programmes, in collaboration with various communities. The province has to provide teachers, materials, budget etc. for the different districts. Therefore, coordination between the provinces, districts and villages is of great importance for the accomplishment of this work.

Community Participation and Local Resource Mobilization

Above all, the village administrations have to lead the mobilization of all concerned parties to contribute in construction for education and to promote complementary education among the population. In each community there exists both an association of parents of schoolchildren and an association for educational support. Both organizations make great efforts in improving the standard of living of teachers, as stipulated in the Party resolution on the development of education.

The production units, enterprises, cooperatives and other institutions also have to contribute to the development of education according to their role, such as: providing facilities for teachers and schools; financing the installation of material conditions; etc. The youth organization and the women's union are great mass organizations which have activities throughout the country, and have their basic organizations in the villages. Thus, in conformity with the policy of the Party, they also have to contribute to the development of education by mobilizing their members to participate in the literacy campaign and in complementary education.

Technical Resource Support

The reform of curriculum and teaching materials for primary education has been carried out since 1987, with the aim of bringing the new contents of education into harmony with the economic and social situation of the region, and of combining theory with practice in teaching. This reform is to be implemented from the school year 1993-94 onwards. Moreover, we have implemented programmes of textbook production for the already educated people, by introducing knowledge of agriculture, cattle raising etc. The Institute

for Research in Educational Sciences has carried out a project for the low-cost production of teaching materials in order to distribute books to the schools, where they are lacking. In the future, we should pay more attention to the production of guides for teachers.

In the reform of education great attention has been paid to teacher training. We must have enough teachers to respond to requirements, especially for the mountainous areas which are now short of teachers. Simultaneously, we must shape the cadres for the management and planning of education at different levels. In the survey of education we should pay more attention to shaping trainees to be trained as qualified teachers.

Supervisors at the provincial and the district level are responsible for the evaluation of learning at the primary level. However, the evaluation of literacy work must be organized at district level, especially the control and organization of examinations and the delivery of certificates.

Financial Resources

The financial resources for EOI, UPE and CE fall within the framework of Government expenditure for items such as: salaries for teachers; learning materials; curriculum; the construction of schools; payment for services; etc. Apart from this, resources come from the financial and physical contributions of the local population, for example in providing equipment for schools.

Moreover, we also benefit from assistance in the form of bilateral and multi-lateral cooperation, for example with the east European socialist countries and Vietnam, as well as with other friendly countries and international organizations.

Monitoring and Evaluation

Systematic and regular monitoring and evaluation of literacy work, complementary education and primary education exists in the administrative structure of all levels: the Ministry; the provinces; the districts; and the schools. The organization of examinations and publication of results is the responsibility of the districts.

Apart from this, each level must submit a report of evaluation to the higher hierarchy level in accordance with the unified draft system. This is done one month after the start of the school year, then again after the first half of the school year and finally after the close of the school year. At the Ministry level, monitoring and evaluation depend on the Department of Synthesis and Survey of Education in collaboration with concerned departments. The taking of a census for the planning of educational development and the systematic evaluation of data, are under the responsibility of the Department of Planning and Finance, as well as the planning units at provincial, district and community levels. In order to provide the facilities for the taking of census data, forms and registers are made available in the provinces, districts and schools.

In general, the systematic monitoring and evaluation of education should be improved regarding the organizational structure, the methods, the principles, and the use of material means for synthesis, in order to obtain greater precision than before.

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